|  |  |
| --- | --- |
| **Multiple Intelligence Weather Project Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Advanced (4)** | **Satisfactory (3)** | **Needs Work (2)** | **Not Present (0)** | **Score** | | Creativity of Project (x4) | Exceptional originality of presented material | Some apparent originality displayed through creative use of materials | Material presented with little originality or creative thought | Project includes little variety in presentation techniques |  | | Use of Time (x4) | Efficiently uses all available time provided by the teacher; does not have to be asked to get to work | Uses the majority of the time efficiently, but does not need to be asked to work | Uses some of the time efficiently, and needs to be asked to get back to work | Does not use time efficiently and is causing problems due to lack of working |  | | Group Collaboration (x4) | Works well with group members; there are no problems or complaints. Complete your assigned job. | Works pretty well with group; only one or two minor problems. Complete your assigned job. | Problems working with the group; constantly complaining and arguing or major problems occur. Does not work on or complete assigned job. | Does not work with group well. Does not work on or complete assigned job. |  | | Content of Project (x4) | Project is well-organized and meets all requirements | Project is well- organized and meets most requirements | Project meets half of the requirements; well-organized | Unorganized and meets less than half the requirements |  | | Grammar and Spelling (x4) | Nearly error-free which reflects clear understanding and thorough proofreading | Few grammatical and/or stylistic errors | Some errors in grammar and/or format that does not interfere with clarity | Multiple grammatical and stylistic errors |  | | Presentation and Display (x4) | Evidence that pride and care was taken and the message of the product is clearly defined | Clear, uncluttered, and attractive | Project appears rushed of somewhat careless, but the content is legible | Careless, hurried, and illegible presentation |  | | Attention to Audience (x4) | Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation | Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm | Little attempt to engage audience | Did not attempt to engage audience |  | | Presentation Length (x4) | Presented within the allotted time (Within the 4-5 minute range) | Remained close to the allotted time (Within 30 seconds of the range) | Exceeding or falling short of allotted time (1 minute difference) | Greatly exceeding or falling short of allotted time |  | | Presentation of Content (x4) | Exceptional use of material that clearly relates to a focus; abundance of various supported materials | Information relates to a clear focus; many relevant points, but they are somewhat unstructured | Focus is clear, but supporting information is disconnected | Focus is unclear and information appears randomly chosen |  | | Creativity of Presentation (x4) | Exceptional originality of presented material and interpretation | Some apparent originality displayed through use of original interpretation of presented materials | Material presented with little interpretation or originality | Delivery is repetitive with little or no variety in presentation techniques |  | | Speaking Skills and Clear (x4) | Exceptional confidence with material displayed through poise, clear articulation, eye contact, enthusiasm, and volume | Clear articulation of ideas, but apparently lacks confidence with material | Little eye contact; fast speaking rate, little expression, mumbling | Monotone; speaker seemed uninterested in material |  | | |

Total Above\_\_\_\_\_\_\_

+

Self-Evaluation and Peer Evaluations \_\_\_\_\_\_\_

=

**Grand Total \_\_\_\_\_\_\_\_/200**

Total Above\_\_\_\_\_\_\_

+

Self-Evaluation and Peer Evaluations \_\_\_\_\_\_\_

=

**Grand Total \_\_\_\_\_\_\_\_/200**

Total Above\_\_\_\_\_\_\_

+

Self-Evaluation and Peer Evaluations \_\_\_\_\_\_\_

=

**Grand Total \_\_\_\_\_\_\_\_/200**

Total Above\_\_\_\_\_\_\_

+

Self-Evaluation and Peer Evaluations \_\_\_\_\_\_\_

=

**Grand Total \_\_\_\_\_\_\_\_/200**

Total Above\_\_\_\_\_\_\_

+

Self-Evaluation and Peer Evaluations \_\_\_\_\_\_\_

=

**Grand Total \_\_\_\_\_\_\_\_/200**